

Australian vocational education and training statistics

Young people in education and training 2015



National Centre for Vocational Education Research

Highlights

This publication presents a summary of statistics relating to young Australians aged 15 to 19 years who participated in education and training during 2015. It brings together data on young people in education and training from multiple sources.

As at August 2015 there were 1.5 million young Australians aged 15 to 19, of which 83.4% were enrolled in education and training. Of these:

- 56.8% were at school
- 16.1% were enrolled in higher education
- 4.5% were undertaking an apprenticeship or traineeship, which was not part of a VET in Schools program
- 5.9% were enrolled in other VET programs.

In the 2015 calendar year, there were:

- 839 300 school students aged 15 to 19 years
- 334 200 higher education students aged 15 to 19 years
- 74 200 commencements in apprenticeships and traineeships by 15 to 19-year-olds
- 872 600 VET students aged 15 to 19.

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Introduction

The Australian education and training system offers a range of options for young people. This publication provides a summary of the statistics relating to young people aged 15 to 19 years who participated in an education and training activity during 2015. Information on participation is presented for school students, VET in Schools students¹, higher education students, apprentices and trainees, and vocational education and training (VET) students.

Table 1 provides an estimate of participation in education and training in Australia by 15 to 19-year-olds as at August 2015. The sectoral tables (tables 2 to 12) provide statistics on all education and training activities undertaken by young people from 2011 to 2015. Tables 9 and 10 provide an estimate of the extent and nature of all VET delivered by Australian training providers, otherwise known as 'total VET activity'. Tables 11 and 12 present data for government-funded VET (broadly defined as all activity delivered by government providers and government-funded activity delivered by community education and private training providers) undertaken by young people from 2011 to 2015. Refer to the explanatory notes on pages 23–28 for further information on the sectoral tables and methodology used to estimate education and training participation, as shown in table 1.

Data sources

This publication sources data from various statistical collections to obtain a complete picture of the education and training activities of young people aged 15 to 19 years. These include the:

- Australian Bureau of Statistics National Schools Statistics Collection
- NCVER National VET in Schools Collection
- Department of Education and Training Higher Education Statistics Collection
- NCVER National Apprentice and Trainee Collection
- NCVER National VET Provider Collection.

This is the second year of reporting data on total VET students. Caution must be taken when making any comparisons with previous year's data as 2014 was a transition year, with more complete data coverage now reported for 2015. No year-on-year comparison data have been included in this publication. For further information on these data sources, refer to the explanatory notes on pages 23–28.

More information

The data in this publication may be revised for a variety of reasons. For the latest data, please visit the NCVER Portal <<http://www.ncver.edu.au>>.

For additional data tables on young people aged 15 to 19 years, please refer to <<https://www.ncver.edu.au/publications/2893.html>>. The data tables include state and territory breakdowns of the sectoral information contained in this publication.

¹ VET in Schools refers to the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate.

Australia in summary

Participation estimate

It is estimated that, as at August 2015, 83.4% of Australians aged 15 to 19 years participated in education and training.

- 56.8% of 15 to 19-year-olds were at school, 16.1% were in higher education, 4.5% were undertaking an apprenticeship or traineeship (which was not part of a VET in Schools program), and 5.9% were enrolled in other VET programs. *Table 1*
- 81.7% of males aged 15 to 19 years were undertaking education and training, compared with 85.2% of females aged 15 to 19 years. *Table 1*
- Almost all 15-year-olds (99.2%) and 16-year-olds (93.8%) were at school. *Table 1*
- By 19 years of age, 32.5% were enrolled in higher education courses, 9.5% were undertaking apprenticeships and traineeships, and 11.1% were enrolled in other VET programs. *Table 1*

School students

As at August 2015, there were 839 300 school students aged 15 to 19 years.

Selected characteristics show that in 2015:

- 50.9% were male and 49.1% were female *Table 2*
- 31.9% were studying at Year 11 level and 27.9% were at Year 12 level. *Table 2*

Between 2014 and 2015:

- school students aged 15 to 19 years increased by 1.9% *Table 2*
- the greatest growth occurred in Western Australia (10.5%) *Table 2*
- the number of school students aged 15 to 19 years increased across all school levels. *Table 2*

VET in Schools students

In the 2015 calendar year, there were 246 500 students aged 15 to 19 years enrolled in VET in Schools programs.

Selected characteristics show that in 2015:

- 53.7% were male and 46.2% were female *Table 3*
- 8.0% were undertaking a school-based apprenticeship or traineeship *Table 3*
- 54.9% were enrolled in certificate II qualifications and a further 31.6% were enrolled in certificate III qualifications *Table 4*
- the most popular field of education was society and culture (17.5%). *Table 4*

Between 2014 and 2015:

- VET in Schools students aged 15 to 19 years increased by 4.2% *Table 3*
- the greatest growth occurred in Western Australia (22.8%) followed by Queensland (13.4%) *Table 3*
- VET in Schools students enrolled in certificate II qualifications increased by 7.8%. *Table 4*

Higher education students

In the 2015 calendar year, there were 334 200 higher education students aged 15 to 19 years.

Selected characteristics show that in 2015:

- 43.7% were male and 56.3% were female *Table 5*
- 91.7% were full-time students *Table 5*
- the most popular field of education was management and commerce (22.6%). *Table 6*

Between 2014 and 2015:

- the number of higher education students aged 15 to 19 years increased by 2.9% *Table 5*
- part-time students increased by 7.5%. *Table 5*

Apprentices and trainees

In the 2015 calendar year, there were 74 200 commencements in apprenticeships and traineeships by those aged 15 to 19 years.

Selected characteristics show that:

- 64.8% were male and 35.2% were female *Table 7*
- 38.2% were part-time apprentices and trainees *Table 7*
- 22.2% were doing a school-based apprenticeship and traineeship *Table 7*
- 86.4% were undertaking training at certificate III level *Table 8*
- 53.4% were in trade occupations and 46.6% were in non-trade occupations. *Table 8*

Between 2014 and 2015, the number of:

- apprenticeship and traineeship commencements declined by 5.0% *Table 7*
- commencements in trade occupations increased by 1.2% *Table 8*
- commencements in non-trade occupations declined by 11.2% *Table 8*
- apprentice and trainee students attending school increased by 7.0%. *Table 7*

Total VET students

In the 2015 calendar year, there were 872 600 VET students aged 15 to 19 years.

Selected characteristics show that in 2015:

- 53.2% were male and 45.1% were female *Table 9*
- 89.2% were part-time students *Table 9*
- 49.3% were attending school *Table 9*
- the most popular field of education was management and commerce (17.6%). *Table 10*

Note: This is the second year of reporting data on total VET students. Caution must be taken when making any comparisons with previous year's data as 2014 was a transition year, with more complete data coverage now reported for 2015. No year-on-year comparison data have been included in this publication.

Government-funded VET students

In the 2015 calendar year, there were 378 400 government-funded VET students aged 15 to 19 years.

Selected characteristics show that in 2015:

- 55.5% were male and 44.4% were female *Table 11*
- 84.5% were part-time students *Table 11*
- 41.3% were enrolled in certificate III qualifications *Table 12*
- the most popular fields of education were engineering and related technologies (16.6%) and food, hospitality and personal services (16.6%). *Table 12*

Between 2014 and 2015:

- the number of government-funded VET students aged 15 to 19 years declined by 9.5% *Table 11*
- students enrolled in Australian Qualifications Framework (AQF) qualifications declined by 9.5%. *Table 12*

Participation estimate

Table 1 Estimate of participation of Australians aged 15 to 19 years in education and training by age and sex, August 2015

| | 15 years | 16 years | 17 years | 18 years | 19 years | Total |
|--|--------------|--------------|--------------|--------------|--------------|----------------|
| Males | | | | | | |
| <i>At school</i> | | | | | | |
| VET in Schools programs (%) | 12.9 | 32.3 | 28.2 | 6.3 | 0.6 | 15.8 |
| School without participation in VET in Schools (%) | 86.2 | 60.4 | 47.0 | 13.4 | 1.2 | 40.7 |
| <i>Not at school</i> | | | | | | |
| Higher education (%) | 0.1 | 0.3 | 10.8 | 27.1 | 27.1 | 13.5 |
| Apprenticeship or traineeship (%) | 0.3 | 1.9 | 5.3 | 10.9 | 14.1 | 6.7 |
| Other VET (%) | 0.8 | 2.3 | 3.9 | 8.6 | 9.3 | 5.1 |
| In education and training (%)^ | 100.2 | 97.3 | 95.3 | 66.4 | 52.3 | 81.7 |
| Not in education and training (%)^ | -0.2 | 2.7 | 4.7 | 33.6 | 47.7 | 18.3 |
| Total 15 to 19 years (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total 15 to 19 years ('000) | 146.5 | 147.7 | 149.3 | 153.7 | 160.5 | 757.6 |
| Females | | | | | | |
| <i>At school</i> | | | | | | |
| VET in Schools programs (%) | 12.4 | 29.8 | 25.0 | 4.7 | 0.5 | 14.2 |
| School without participation in VET in Schools (%) | 86.9 | 65.1 | 54.0 | 12.4 | 1.1 | 43.1 |
| <i>Not at school</i> | | | | | | |
| Higher education (%) | 0.1 | 0.6 | 16.5 | 36.9 | 38.2 | 18.9 |
| Apprenticeship or traineeship (%) | 0.1 | 0.7 | 1.6 | 3.9 | 4.5 | 2.2 |
| Other VET (%) | 0.9 | 2.7 | 5.1 | 11.9 | 12.9 | 6.8 |
| In education and training (%)^ | 100.4 | 98.9 | 102.1 | 69.8 | 57.2 | 85.2 |
| Not in education and training (%)^ | -0.4 | 1.1 | -2.1 | 30.2 | 42.8 | 14.8 |
| Total 15 to 19 years (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total 15 to 19 years ('000) | 140.1 | 140.7 | 141.5 | 146.1 | 150.4 | 718.8 |
| Total | | | | | | |
| <i>At school</i> | | | | | | |
| VET in Schools programs (%) | 12.7 | 31.1 | 26.6 | 5.5 | 0.5 | 15.0 |
| School without participation in VET in Schools (%) | 86.5 | 62.7 | 50.4 | 12.9 | 1.1 | 41.8 |
| <i>Not at school</i> | | | | | | |
| Higher education (%) | 0.1 | 0.5 | 13.6 | 31.9 | 32.5 | 16.1 |
| Apprenticeship or traineeship (%) | 0.2 | 1.3 | 3.5 | 7.5 | 9.5 | 4.5 |
| Other VET (%) | 0.8 | 2.5 | 4.5 | 10.3 | 11.1 | 5.9 |
| In education and training (%)^ | 100.3 | 98.1 | 98.6 | 68.1 | 54.7 | 83.4 |
| Not in education and training (%)^ | -0.3 | 1.9 | 1.4 | 31.9 | 45.3 | 16.6 |
| Total 15 to 19 years (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total 15 to 19 years ('000) | 286.6 | 288.5 | 290.7 | 299.8 | 310.9 | 1 476.5 |

Notes: ^Although every effort has been made to avoid double-counting, the inherent overlap between data collections, the level of 'not known' data for key data elements and limitations in deriving a true point-in-time estimate have resulted in more people in education and training than the total number of 15-year-olds (based on ABS population data). For further notes on tables, see the explanatory notes on pages 23-28. For this table in particular refer to explanatory notes 10-13 on pages 24-25.

Sources: Derived from ABS *Schools, Australia, 2015*, cat.no.4221.0; NCVER National VET in Schools Collection; NCVER National Apprentice and Trainee Collection, based on June 2015 estimates; NCVER National VET Provider Collection; Department of Education Higher Education Statistics Collection; ABS *Australian demographic statistics December 2015*, cat.no.3101.0, table 59.

Sectoral tables

School students

Table 2 School students aged 15 to 19 years by selected student characteristics, 2011–15

| | 2011 (‘000) | 2012 (‘000) | 2013 (‘000) | 2014 (‘000) | 2015 (‘000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| State or territory of the school | | | | | | | |
| New South Wales | 256.8 | 258.4 | 261.2 | 263.7 | 265.4 | 31.6 | 0.6 |
| Victoria | 213.5 | 214.7 | 216.0 | 219.2 | 222.6 | 26.5 | 1.5 |
| Queensland | 148.8 | 150.2 | 153.5 | 155.7 | 157.5 | 18.8 | 1.2 |
| South Australia | 63.4 | 64.5 | 64.4 | 65.2 | 65.8 | 7.8 | 1.0 |
| Western Australia | 70.0 | 71.1 | 73.6 | 75.7 | 83.6 | 10.0 | 10.5 |
| Tasmania | 22.0 | 22.2 | 20.6 | 21.0 | 20.8 | 2.5 | -1.0 |
| Northern Territory | 7.1 | 7.1 | 7.3 | 7.3 | 7.3 | 0.9 | 0.4 |
| Australian Capital Territory | 15.5 | 15.7 | 15.8 | 16.1 | 16.3 | 1.9 | 1.4 |
| Sex | | | | | | | |
| Males | 403.1 | 407.6 | 413.5 | 419.8 | 427.6 | 50.9 | 1.9 |
| Females | 393.9 | 396.3 | 398.8 | 403.9 | 411.7 | 49.1 | 1.9 |
| Age | | | | | | | |
| 15 years | 277.1 | 279.0 | 280.6 | 282.6 | 284.2 | 33.9 | 0.6 |
| 16 years | 261.1 | 260.7 | 265.6 | 268.5 | 270.5 | 32.2 | 0.8 |
| 17 years | 202.4 | 207.0 | 208.2 | 214.1 | 224.0 | 26.7 | 4.6 |
| 18 years | 50.2 | 51.5 | 52.7 | 53.4 | 55.3 | 6.6 | 3.5 |
| 19 years | 6.2 | 5.7 | 5.2 | 5.1 | 5.2 | 0.6 | 2.6 |
| Student remoteness (ARIA+) region | | | | | | | |
| Major cities | | | | | | | |
| Inner regional | | | | | | | |
| Outer regional | | | | | | | |
| Remote | | | | | | | |
| Very remote | | | | | | | |
| Outside Australia | | | | | | | |
| Not known | | | | | | | |
| Mode of study | | | | | | | |
| Full-time | 786.0 | 792.2 | 801.5 | 812.9 | 828.8 | 98.7 | 1.9 |
| Part-time | 11.0 | 11.7 | 10.8 | 10.8 | 10.5 | 1.3 | -2.6 |
| School level | | | | | | | |
| Year 7 or below | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 5.6 |
| Year 8 | 1.2 | 1.4 | 1.3 | 1.3 | 1.4 | 0.2 | 8.9 |
| Year 9 | 57.8 | 59.2 | 60.1 | 61.8 | 62.3 | 7.4 | 0.8 |
| Year 10 | 243.0 | 242.6 | 255.1 | 257.7 | 260.8 | 31.1 | 1.2 |
| Year 11 | 260.9 | 261.9 | 254.5 | 264.9 | 267.8 | 31.9 | 1.1 |
| Year 12 | 221.9 | 226.3 | 228.4 | 224.6 | 234.2 | 27.9 | 4.3 |
| Ungraded secondary | 12.1 | 12.5 | 12.9 | 13.4 | 12.7 | 1.5 | -5.0 |
| Total | 797.0 | 803.9 | 812.3 | 823.7 | 839.3 | 100.0 | 1.9 |

For notes on tables, see the explanatory notes on pages 23–28. For further information on school students, see <http://www.abs.gov.au/AUSSTATS/abs@.nsf/MF/4221.0>.

Source: ABS, *Schools, Australia, 2015*, cat.no.4221.0.

VET in Schools students

Table 3 VET in Schools students aged 15 to 19 years by selected student characteristics, 2011–15

| | 2011 (‘000) | 2012 (‘000) | 2013 (‘000) | 2014 (‘000) | 2015 (‘000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| State or territory that funds or accredits the training | | | | | | | |
| New South Wales | 63.4 | 60.9 | 60.0 | 59.9 | 53.8 | 21.8 | -10.3 |
| Victoria | 46.8 | 48.4 | 47.9 | 48.9 | 49.5 | 20.1 | 1.2 |
| Queensland | 80.3 | 83.3 | 84.0 | 77.1 | 87.5 | 35.5 | 13.4 |
| South Australia | 11.3 | 11.6 | 11.8 | 12.1 | 12.3 | 5.0 | 1.9 |
| Western Australia | 23.6 | 24.6 | 24.6 | 27.0 | 33.2 | 13.5 | 22.8 |
| Tasmania | 5.4 | 7.0 | 5.0 | 6.0 | 4.8 | 2.0 | -20.0 |
| Northern Territory | 1.7 | 1.6 | 1.6 | 2.0 | 1.9 | 0.8 | -4.4 |
| Australian Capital Territory | 3.9 | 4.9 | 4.8 | 3.5 | 3.6 | 1.5 | 1.2 |
| Sex | | | | | | | |
| Males | 124.7 | 127.6 | 126.9 | 125.6 | 132.4 | 53.7 | 5.4 |
| Females | 111.7 | 114.7 | 112.8 | 111.0 | 114.0 | 46.2 | 2.7 |
| Age | | | | | | | |
| 15 years | 44.2 | 46.4 | 42.9 | 42.3 | 42.1 | 17.1 | -0.4 |
| 16 years | 97.3 | 97.3 | 96.8 | 95.6 | 99.5 | 40.4 | 4.1 |
| 17 years | 76.3 | 79.5 | 80.3 | 79.1 | 85.2 | 34.6 | 7.8 |
| 18 years | 16.5 | 17.1 | 17.9 | 17.5 | 17.7 | 7.2 | 1.3 |
| 19 years | 2.1 | 2.0 | 1.9 | 2.1 | 1.9 | 0.8 | -9.1 |
| Student remoteness (ARIA+) region | | | | | | | |
| Major cities | 134.3 | 138.3 | 139.0 | 135.0 | 142.8 | 57.9 | 5.7 |
| Inner regional | 57.0 | 59.5 | 58.4 | 57.0 | 57.8 | 23.4 | 1.4 |
| Outer regional | 28.4 | 29.1 | 28.9 | 28.7 | 30.1 | 12.2 | 4.9 |
| Remote | 5.2 | 5.4 | 5.0 | 4.9 | 5.4 | 2.2 | 9.6 |
| Very remote | 2.5 | 2.5 | 2.3 | 2.4 | 2.6 | 1.1 | 10.0 |
| Outside Australia | 0.2 | 0.3 | 0.3 | 0.4 | 0.5 | 0.2 | 16.9 |
| Not known | 8.8 | 7.2 | 5.7 | 8.1 | 7.3 | 3.0 | -10.3 |
| School-based apprentice and trainee status | | | | | | | |
| School-based apprentices and trainees | 18.1 | 22.5 | 21.7 | 20.5 | 19.7 | 8.0 | -3.6 |
| Other VET in Schools students | 218.3 | 219.8 | 218.1 | 216.1 | 226.8 | 92.0 | 4.9 |
| Total | 236.4 | 242.3 | 239.7 | 236.6 | 246.5 | 100.0 | 4.2 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on VET in Schools students, see <<https://www.ncver.edu.au/data/collection/vet-in-schools>>.

Source: NCVER National VET in Schools Collection, 2011–15

Table 4 VET in Schools students aged 15 to 19 years by selected major program characteristics, 2011–15

| | 2011 ('000) | 2012 ('000) | 2013 ('000) | 2014 ('000) | 2015 ('000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| Qualification level | | | | | | | |
| Diploma or higher | 1.1 | 1.4 | 1.9 | 2.1 | 3.9 | 1.6 | 90.9 |
| Certificate IV | 2.8 | 3.8 | 3.7 | 4.0 | 3.6 | 1.5 | -9.0 |
| Certificate III | 43.9 | 59.9 | 67.6 | 76.7 | 77.9 | 31.6 | 1.6 |
| Certificate II | 144.9 | 144.1 | 133.8 | 125.6 | 135.4 | 54.9 | 7.8 |
| Certificate I | 40.6 | 31.0 | 31.0 | 25.9 | 24.0 | 9.7 | -7.3 |
| Other | 3.1 | 2.1 | 1.7 | 2.4 | 1.7 | 0.7 | -31.7 |
| Field of education | | | | | | | |
| Natural and physical sciences | 0.5 | 0.6 | 0.8 | 0.7 | 1.1 | 0.4 | 43.8 |
| Information technology | 3.8 | 10.5 | 18.2 | 18.1 | 18.6 | 7.5 | 3.0 |
| Engineering and related technologies | 24.8 | 27.3 | 25.0 | 24.1 | 26.3 | 10.7 | 9.3 |
| Architecture and building | 18.3 | 17.9 | 19.7 | 19.7 | 20.5 | 8.3 | 4.1 |
| Agriculture, environmental and related studies | 8.2 | 7.7 | 7.8 | 8.1 | 8.5 | 3.5 | 5.1 |
| Health | 5.8 | 7.3 | 7.2 | 7.5 | 7.9 | 3.2 | 5.2 |
| Education | 0.2 | 0.3 | 1.0 | 0.7 | 1.6 | 0.7 | 127.6 |
| Management and commerce | 70.9 | 59.2 | 42.9 | 38.7 | 41.4 | 16.8 | 6.8 |
| Society and culture | 23.1 | 32.6 | 36.7 | 41.8 | 43.2 | 17.5 | 3.4 |
| Creative arts | 19.5 | 20.3 | 19.5 | 19.1 | 19.3 | 7.8 | 1.0 |
| Food, hospitality and personal services | 42.0 | 42.2 | 40.9 | 39.1 | 39.1 | 15.9 | 0.2 |
| Mixed field programmes | 19.2 | 16.4 | 20.1 | 17.3 | 17.9 | 7.3 | 3.5 |
| No field of education | - | - | - | 1.7 | 1.1 | 0.4 | -37.0 |
| Total | 236.4 | 242.3 | 239.7 | 236.6 | 246.5 | 100.0 | 4.2 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on VET in Schools students, see <<https://www.ncver.edu.au/data/collection/vet-in-schools>>.

Source: NCVER National VET in Schools Collection, 2011–15.

Higher education students

Table 5 Higher education students aged 15 to 19 years by selected student characteristics, 2011–15

| | 2011 (^{'000}) | 2012 (^{'000}) | 2013 (^{'000}) | 2014 (^{'000}) | 2015 (^{'000}) | % | 2014–15 % change |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------|---------------------|
| State or territory of provider | | | | | | | |
| New South Wales | 84.0 | 86.9 | 90.7 | 94.7 | 99.8 | 29.9 | 5.4 |
| Victoria | 72.1 | 75.1 | 80.8 | 85.1 | 88.7 | 26.5 | 4.3 |
| Queensland | 56.0 | 58.0 | 61.1 | 62.7 | 63.9 | 19.1 | 2.0 |
| South Australia | 18.6 | 19.2 | 19.9 | 20.9 | 21.0 | 6.3 | 0.7 |
| Western Australia | 34.3 | 35.6 | 36.9 | 38.1 | 35.4 | 10.6 | -7.0 |
| Tasmania | 5.1 | 5.6 | 5.5 | 5.6 | 6.0 | 1.8 | 6.8 |
| Northern Territory | 0.8 | 0.9 | 1.0 | 1.0 | 1.2 | 0.3 | 17.3 |
| Australian Capital Territory | 7.0 | 7.2 | 7.3 | 7.7 | 8.0 | 2.4 | 4.3 |
| Multi-state | 6.6 | 7.6 | 8.3 | 9.3 | 10.2 | 3.1 | 10.5 |
| Sex | | | | | | | |
| Males | 121.9 | 127.6 | 135.4 | 141.9 | 146.1 | 43.7 | 3.0 |
| Females | 162.6 | 168.6 | 176.1 | 183.0 | 188.1 | 56.3 | 2.8 |
| Age | | | | | | | |
| 15 years | 0.6 | 0.6 | 0.7 | 0.8 | 0.7 | 0.2 | -14.2 |
| 16 years | 2.4 | 2.6 | 2.9 | 3.0 | 3.4 | 1.0 | 15.1 |
| 17 years | 46.7 | 50.0 | 52.1 | 53.8 | 52.7 | 15.8 | -2.1 |
| 18 years | 108.5 | 112.7 | 120.2 | 124.4 | 130.1 | 38.9 | 4.5 |
| 19 years | 126.2 | 130.2 | 135.6 | 142.9 | 147.4 | 44.1 | 3.1 |
| Student remoteness (ARIA+) region | | | | | | | |
| Major cities | 187.8 | 200.0 | 211.6 | 218.8 | 221.8 | 66.4 | 1.4 |
| Inner regional | 31.8 | 33.7 | 34.4 | 35.0 | 35.5 | 10.6 | 1.6 |
| Outer regional | 13.5 | 14.0 | 14.3 | 14.6 | 14.9 | 4.5 | 1.7 |
| Remote | 1.1 | 1.2 | 1.3 | 1.3 | 1.3 | 0.4 | -1.6 |
| Very remote | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.1 | -0.5 |
| Outside Australia | 47.9 | 45.8 | 49.0 | 54.1 | 59.7 | 17.9 | 10.4 |
| Not known | 1.9 | 0.9 | 0.4 | 0.7 | 0.6 | 0.2 | -13.5 |
| Mode of study | | | | | | | |
| Full-time | 262.9 | 273.7 | 287.0 | 299.2 | 306.6 | 91.7 | 2.5 |
| Part-time | 21.6 | 22.5 | 24.5 | 25.7 | 27.6 | 8.3 | 7.5 |
| Total | 284.4 | 296.2 | 311.5 | 324.9 | 334.2 | 100.0 | 2.9 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on higher education students, see <<https://education.gov.au/student-data>>.

Source: Department of Education and Training Higher Education Statistics Collection, 2011–15.

Table 6 Higher education students aged 15 to 19 years by selected major course characteristics, 2011–15

| | 2011 (‘000) | 2012 (‘000) | 2013 (‘000) | 2014 (‘000) | 2015 (‘000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| Qualification level | | | | | | | |
| AQF qualifications | | | | | | | |
| Postgraduate courses | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.1 | 2.5 |
| Bachelor degree (pass and honours) | 257.5 | 268.1 | 279.4 | 290.2 | 297.4 | 89.0 | 2.5 |
| Advanced diploma | 1.6 | 1.7 | 1.8 | 1.4 | 1.6 | 0.5 | 16.6 |
| Associate degree | 2.8 | 2.8 | 3.0 | 2.6 | 2.7 | 0.8 | 2.7 |
| Diploma | 10.7 | 11.2 | 13.3 | 15.4 | 17.3 | 5.2 | 12.7 |
| Other undergraduate courses | 0.3 | 0.2 | 0.3 | 0.4 | 0.5 | 0.1 | 9.9 |
| <i>AQF sub-total</i> | <i>273.0</i> | <i>284.2</i> | <i>298.1</i> | <i>310.3</i> | <i>319.7</i> | <i>95.7</i> | <i>3.0</i> |
| Non-AQF qualifications | | | | | | | |
| Enabling courses | 6.8 | 7.5 | 8.8 | 9.6 | 9.4 | 2.8 | -2.2 |
| Non-award courses | 4.7 | 4.4 | 4.6 | 5.0 | 5.1 | 1.5 | 2.3 |
| <i>Non-AQF sub-total</i> | <i>11.4</i> | <i>12.0</i> | <i>13.4</i> | <i>14.6</i> | <i>14.5</i> | <i>4.3</i> | <i>-0.6</i> |
| Field of education | | | | | | | |
| Natural and physical sciences | 29.6 | 32.7 | 35.7 | 37.4 | 38.1 | 11.4 | 1.9 |
| Information technology | 9.9 | 10.2 | 10.6 | 11.5 | 12.6 | 3.8 | 9.1 |
| Engineering and related technologies | 23.6 | 23.8 | 25.2 | 25.7 | 26.0 | 7.8 | 1.0 |
| Architecture and building | 7.1 | 7.2 | 7.2 | 6.8 | 7.3 | 2.2 | 7.3 |
| Agriculture, environmental and related studies | 4.0 | 3.9 | 4.1 | 4.0 | 3.8 | 1.1 | -3.3 |
| Health | 38.2 | 41.1 | 43.3 | 45.3 | 47.3 | 14.1 | 4.4 |
| Education | 19.4 | 20.5 | 20.6 | 21.2 | 20.7 | 6.2 | -2.5 |
| Management and commerce | 63.6 | 64.8 | 67.8 | 72.0 | 75.5 | 22.6 | 4.9 |
| Society and culture | 53.8 | 56.3 | 59.9 | 62.0 | 64.1 | 19.2 | 3.4 |
| Creative arts | 27.5 | 28.0 | 28.5 | 29.3 | 29.4 | 8.8 | 0.2 |
| Food, hospitality and personal services | 0.3 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 21.1 |
| Mixed field programmes | 2.8 | 3.1 | 3.9 | 4.6 | 4.3 | 1.3 | -6.5 |
| Non-award courses | 4.7 | 4.4 | 4.6 | 5.0 | 5.1 | 1.5 | 2.3 |
| Total | 284.4 | 296.2 | 311.5 | 324.9 | 334.2 | 100.0 | 2.9 |

For notes on tables, see the explanatory notes on pages 23–28. For further information on higher education students, see <<https://education.gov.au/student-data>>.

Source: Department of Education and Training Higher Education Statistics Collection, 2011–15.

Apprentices and trainees

Table 7 Apprentice and trainee commencements for those aged 15 to 19 years by selected characteristics, 2011–15

| | 2011 (^{'000}) | 2012 (^{'000}) | 2013 (^{'000}) | 2014 (^{'000}) | 2015 (^{'000}) | % | 2014–15 % change |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------|---------------------|
| State or territory that funds or accredits the training | | | | | | | |
| New South Wales | 28.5 | 27.3 | 23.7 | 21.6 | 20.6 | 27.7 | -4.8 |
| Victoria | 34.1 | 31.5 | 22.1 | 20.6 | 19.7 | 26.5 | -4.7 |
| Queensland | 24.2 | 24.3 | 19.7 | 17.5 | 17.3 | 23.4 | -0.8 |
| South Australia | 7.3 | 7.1 | 6.0 | 5.5 | 5.0 | 6.8 | -8.1 |
| Western Australia | 10.5 | 10.5 | 8.5 | 8.5 | 7.4 | 10.0 | -12.6 |
| Tasmania | 2.7 | 2.4 | 2.0 | 2.1 | 2.0 | 2.7 | -5.0 |
| Northern Territory | 0.9 | 0.9 | 0.9 | 0.9 | 0.8 | 1.0 | -15.5 |
| Australian Capital Territory | 1.8 | 1.9 | 1.5 | 1.4 | 1.4 | 1.9 | 1.0 |
| Sex | | | | | | | |
| Males | 63.8 | 60.4 | 51.0 | 48.5 | 48.0 | 64.8 | -1.0 |
| Females | 46.2 | 45.5 | 33.3 | 29.6 | 26.1 | 35.2 | -11.6 |
| Age | | | | | | | |
| 15 years | 13.0 | 13.3 | 9.7 | 8.2 | 7.8 | 10.5 | -5.7 |
| 16 years | 21.8 | 20.8 | 16.2 | 14.8 | 14.5 | 19.5 | -2.2 |
| 17 years | 24.0 | 22.6 | 18.8 | 17.4 | 16.6 | 22.4 | -4.7 |
| 18 years | 29.7 | 28.4 | 23.2 | 21.9 | 20.9 | 28.1 | -4.8 |
| 19 years | 21.5 | 20.8 | 16.5 | 15.7 | 14.5 | 19.5 | -7.9 |
| Student remoteness (ARIA+) region | | | | | | | |
| Major cities | 66.7 | 63.9 | 49.4 | 45.6 | 43.8 | 59.1 | -4.0 |
| Inner regional | 27.4 | 26.8 | 21.9 | 20.7 | 19.6 | 26.4 | -5.5 |
| Outer regional | 12.3 | 11.6 | 10.0 | 9.0 | 8.3 | 11.2 | -7.9 |
| Remote | 2.1 | 2.0 | 1.8 | 1.5 | 1.4 | 1.9 | -8.1 |
| Very remote | 1.0 | 1.0 | 0.8 | 0.8 | 0.7 | 0.9 | -12.5 |
| Outside Australia | - | - | - | - | - | - | na |
| Not known | 0.5 | 0.5 | 0.4 | 0.4 | 0.4 | 0.6 | -6.3 |
| Mode of study | | | | | | | |
| Full-time | 64.3 | 58.6 | 52.1 | 48.2 | 45.8 | 61.8 | -4.9 |
| Part-time | 45.7 | 47.2 | 32.2 | 29.9 | 28.3 | 38.2 | -5.1 |
| School status | | | | | | | |
| At school | 28.1 | 29.3 | 20.0 | 18.7 | 20.0 | 27.0 | 7.0 |
| Not at school | 81.8 | 76.5 | 64.3 | 59.4 | 54.2 | 73.0 | -8.8 |
| Not known | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | -30.4 |
| School-based status | | | | | | | |
| School-based | 17.2 | 19.0 | 16.9 | 17.4 | 16.5 | 22.2 | -5.1 |
| Not school-based | 92.8 | 86.9 | 67.5 | 60.7 | 57.7 | 77.8 | -5.0 |
| Total | 110.0 | 105.9 | 84.3 | 78.1 | 74.2 | 100.0 | -5.0 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on apprentices and trainees, see <<https://www.ncver.edu.au/data/collection/apprentices-and-trainees>>.

Source: NCVER National Apprentice and Trainee Collection, based on June 2016 estimates.

Table 8 **Apprentice and trainee commencements for those aged 15 to 19 years by selected training characteristics, 2011–15**

| | 2011 (‘000) | 2012 (‘000) | 2013 (‘000) | 2014 (‘000) | 2015 (‘000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| Qualification level | | | | | | | |
| Diploma or higher | 1.5 | 1.8 | 0.8 | 0.8 | 0.5 | 0.7 | -37.1 |
| Certificate IV | 5.0 | 5.3 | 3.8 | 3.6 | 2.8 | 3.7 | -22.4 |
| Certificate III | 87.1 | 86.9 | 70.8 | 65.3 | 64.1 | 86.4 | -1.9 |
| Certificate II | 16.5 | 11.8 | 8.9 | 8.4 | 6.7 | 9.1 | -19.5 |
| Certificate I | - | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | na |
| Occupation (ANZSCO) group | | | | | | | |
| Managers | 2.1 | 2.3 | 1.5 | 1.0 | 0.8 | 1.0 | -21.3 |
| Professionals | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 | -14.6 |
| Technicians and trades workers | 47.3 | 44.2 | 41.1 | 39.2 | 39.6 | 53.4 | 1.2 |
| Community and personal service workers | 18.1 | 18.8 | 15.2 | 14.3 | 12.8 | 17.2 | -11.0 |
| Clerical and administrative workers | 11.7 | 10.9 | 8.0 | 7.3 | 6.3 | 8.4 | -14.5 |
| Sales workers | 24.0 | 22.9 | 12.6 | 10.7 | 9.8 | 13.2 | -8.4 |
| Machinery operators and drivers | 1.5 | 1.6 | 1.4 | 1.7 | 1.2 | 1.6 | -30.2 |
| Labourers | 5.1 | 5.0 | 4.4 | 3.8 | 3.7 | 5.0 | -2.9 |
| Total | 110.0 | 105.9 | 84.3 | 78.1 | 74.2 | 100.0 | -5.0 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on apprentices and trainees, see <<https://www.ncver.edu.au/data/collection/apprentices-and-trainees>>.

Source: NCVER National Apprentice and Trainee Collection, based on June 2016 estimates.

Total VET students

Table 9 Total VET students aged 15 to 19 years by selected student characteristics, 2015

| | 2015 students | |
|--|---------------|--------------|
| | ('000) | % |
| State or territory where the training was delivered | | |
| New South Wales | 276.1 | 31.6 |
| Victoria | 211.1 | 24.2 |
| Queensland | 203.6 | 23.3 |
| South Australia | 42.6 | 4.9 |
| Western Australia | 94.2 | 10.8 |
| Tasmania | 12.6 | 1.4 |
| Northern Territory | 6.7 | 0.8 |
| Australian Capital Territory | 13.3 | 1.5 |
| Overseas | 11.1 | 1.3 |
| Other | 1.3 | 0.1 |
| Sex | | |
| Males | 464.2 | 53.2 |
| Females | 393.8 | 45.1 |
| Age | | |
| 15 years | 87.7 | 10.0 |
| 16 years | 204.9 | 23.5 |
| 17 years | 221.1 | 25.3 |
| 18 years | 187.6 | 21.5 |
| 19 years | 171.3 | 19.6 |
| Student remoteness (ARIA+) region | | |
| Major cities | 501.1 | 57.4 |
| Inner regional | 202.1 | 23.2 |
| Outer regional | 97.2 | 11.1 |
| Remote | 16.3 | 1.9 |
| Very remote | 8.2 | 0.9 |
| Outside Australia | 25.0 | 2.9 |
| Not known | 22.7 | 2.6 |
| Mode of study | | |
| Full-time | 94.3 | 10.8 |
| Part-time | 778.3 | 89.2 |
| School status | | |
| At school | 430.1 | 49.3 |
| Not at school | 362.2 | 41.5 |
| Not known | 80.2 | 9.2 |
| Apprentice/trainee status | | |
| Apprentices and trainees undertaking off-the-job training | 114.9 | 13.2 |
| Not apprentices and trainees | 757.6 | 86.8 |
| Total | 872.6 | 100.0 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on total VET students, see <<https://www.ncver.edu.au/data/data/total-vet-activity>>.

Source: NCVER National VET Provider Collection, 2015 and NCVER VET in Schools Collection, 2015.

Total VET students

Table 10 Total VET program enrolments among students aged 15 to 19 years by selected program characteristics, 2015

| | 2015 program enrolments | |
|--|-------------------------|--------------|
| | ('000) | % |
| Qualification level | | |
| <i>AQF qualifications</i> | | |
| Graduate diploma or professional specialist (graduate diploma level) | 0.0 | 0.0 |
| Graduate certificate or professional specialist (graduate certificate level) | 0.1 | 0.0 |
| Bachelor degree (pass and honours) | 0.3 | 0.0 |
| Advanced diploma | 5.9 | 0.6 |
| Associate degree | 0.1 | 0.0 |
| Diploma | 63.9 | 7.0 |
| Certificate IV | 51.1 | 5.6 |
| Certificate III | 278.0 | 30.4 |
| Certificate II | 357.5 | 39.0 |
| Certificate I | 86.5 | 9.4 |
| <i>AQF sub-total</i> | <i>843.7</i> | <i>92.1</i> |
| <i>Non-AQF qualifications</i> | | |
| Other recognised courses | 60.0 | 6.5 |
| Non-award courses | 12.4 | 1.4 |
| <i>Non-AQF sub-total</i> | <i>72.4</i> | <i>7.9</i> |
| Field of education | | |
| Natural and physical sciences | 3.5 | 0.4 |
| Information technology | 43.9 | 4.8 |
| Engineering and related technologies | 116.0 | 12.7 |
| Architecture and building | 88.5 | 9.7 |
| Agriculture, environmental and related studies | 27.8 | 3.0 |
| Health | 34.6 | 3.8 |
| Education | 21.1 | 2.3 |
| Management and commerce | 160.8 | 17.6 |
| Society and culture | 128.3 | 14.0 |
| Creative arts | 50.5 | 5.5 |
| Food, hospitality and personal services | 133.9 | 14.6 |
| Mixed field programmes | 87.5 | 9.6 |
| No field of education | 19.6 | 2.1 |
| Total | 916.1 | 100.0 |

Note: Data in this table are based on program enrolments, not students. A student can be enrolled in more than one program. Therefore the total in this table will not match that of table 9.
For further notes on tables, see the explanatory notes on pages 23-28.

For further information on total VET students, see <<https://www.ncver.edu.au/data/data/total-vet-activity>>.

Source: NCVER National VET Provider Collection, 2015 and NCVER VET in Schools Collection, 2015.

Government-funded VET students

Table 11 Government-funded VET students aged 15 to 19 years by selected student characteristics, 2011–15

| | 2011 ('000) | 2012 ('000) | 2013 ('000) | 2014 ('000) | 2015 ('000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| State or territory that funds or accredits the training | | | | | | | |
| New South Wales | 160.2 | 161.5 | 155.2 | 152.6 | 135.7 | 35.8 | -11.1 |
| Victoria | 139.2 | 149.9 | 131.5 | 115.8 | 97.1 | 25.7 | -16.1 |
| Queensland | 80.7 | 78.7 | 70.6 | 70.5 | 74.9 | 19.8 | 6.4 |
| South Australia | 27.2 | 29.1 | 29.8 | 21.5 | 18.5 | 4.9 | -13.8 |
| Western Australia | 46.2 | 45.1 | 42.0 | 40.1 | 37.8 | 10.0 | -5.7 |
| Tasmania | 10.2 | 9.4 | 9.1 | 8.3 | 6.1 | 1.6 | -27.0 |
| Northern Territory | 5.3 | 5.1 | 4.4 | 4.6 | 4.1 | 1.1 | -11.1 |
| Australian Capital Territory | 6.0 | 5.7 | 5.4 | 4.7 | 4.3 | 1.1 | -8.6 |
| Sex | | | | | | | |
| Males | 263.8 | 265.2 | 246.7 | 230.4 | 210.1 | 55.5 | -8.8 |
| Females | 210.8 | 218.7 | 200.4 | 187.1 | 167.9 | 44.4 | -10.3 |
| Age | | | | | | | |
| 15 years | 42.7 | 44.9 | 37.9 | 31.2 | 27.3 | 7.2 | -12.3 |
| 16 years | 100.9 | 100.8 | 93.3 | 83.2 | 77.3 | 20.4 | -7.2 |
| 17 years | 112.9 | 115.4 | 106.5 | 99.0 | 92.9 | 24.6 | -6.1 |
| 18 years | 113.6 | 115.3 | 108.6 | 102.9 | 92.6 | 24.5 | -10.1 |
| 19 years | 104.8 | 107.9 | 101.6 | 101.7 | 88.3 | 23.3 | -13.1 |
| Student remoteness (ARIA+) region | | | | | | | |
| Major cities | 267.4 | 279.8 | 256.4 | 237.2 | 215.3 | 56.9 | -9.3 |
| Inner regional | 118.9 | 121.7 | 110.5 | 103.2 | 95.3 | 25.2 | -7.7 |
| Outer regional | 57.1 | 57.4 | 52.7 | 48.1 | 45.0 | 11.9 | -6.5 |
| Remote | 10.0 | 10.0 | 9.2 | 8.5 | 7.9 | 2.1 | -6.9 |
| Very remote | 5.0 | 4.7 | 4.3 | 4.1 | 4.0 | 1.1 | -1.3 |
| Outside Australia | 5.0 | 4.4 | 6.0 | 7.7 | 5.7 | 1.5 | -25.6 |
| Not known | 11.5 | 6.4 | 8.7 | 9.1 | 5.1 | 1.4 | -43.8 |
| Mode of study | | | | | | | |
| Full-time | 72.1 | 78.0 | 73.8 | 72.8 | 58.8 | 15.5 | -19.2 |
| Part-time | 402.9 | 406.4 | 374.1 | 345.2 | 319.6 | 84.5 | -7.4 |
| School status | | | | | | | |
| At school | 185.0 | 204.4 | 193.8 | 169.5 | 155.6 | 41.1 | -8.2 |
| Not at school | 272.0 | 262.4 | 238.5 | 238.9 | 214.0 | 56.5 | -10.4 |
| Not known | 18.0 | 17.7 | 15.6 | 9.6 | 8.8 | 2.3 | -7.4 |
| Apprentice/trainee status | | | | | | | |
| Apprentices and trainees undertaking off-the-job training | 143.6 | 138.4 | 114.9 | 103.3 | 97.0 | 25.6 | -6.1 |
| Not apprentices and trainees | 331.4 | 346.0 | 333.1 | 314.7 | 281.4 | 74.4 | -10.6 |
| Total | 474.9 | 484.4 | 447.9 | 418.0 | 378.4 | 100.0 | -9.5 |

For notes on tables, see the explanatory notes on pages 23-28. For further information on government-funded VET students, see <<https://www.ncver.edu.au/data/collection/students-and-courses>>.

Source: NCVER National VET Provider Collection, 2011–15.

Table 12 Government-funded VET students aged 15 to 19 years by selected major program characteristics, 2011–15

| | 2011 (’000) | 2012 (’000) | 2013 (’000) | 2014 (’000) | 2015 (’000) | % | 2014–15 % change |
|--|----------------|----------------|----------------|----------------|----------------|--------------|---------------------|
| Qualification level | | | | | | | |
| AQF qualifications | | | | | | | |
| Graduate diploma or professional specialist (graduate diploma level) | 0.0 | - | 0.0 | 0.0 | 0.0 | 0.0 | ** |
| Graduate certificate or professional specialist (graduate certificate level) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | ** |
| Bachelor degree (pass and honours) | 0.4 | 0.5 | 0.6 | 0.6 | 0.3 | 0.1 | -43.6 |
| Advanced diploma | 5.4 | 5.0 | 3.9 | 3.5 | 3.2 | 0.9 | -7.5 |
| Associate degree | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | ** |
| Diploma | 25.2 | 24.1 | 24.0 | 28.1 | 27.4 | 7.2 | -2.6 |
| Certificate IV | 33.8 | 33.8 | 35.0 | 33.1 | 27.7 | 7.3 | -16.2 |
| Certificate III | 187.0 | 199.5 | 183.2 | 178.5 | 156.2 | 41.3 | -12.5 |
| Certificate II | 157.5 | 157.7 | 140.4 | 123.3 | 117.1 | 30.9 | -5.0 |
| Certificate I | 27.5 | 24.7 | 23.3 | 17.4 | 16.0 | 4.2 | -7.9 |
| <i>AQF sub-total</i> | <i>436.8</i> | <i>445.3</i> | <i>410.4</i> | <i>384.5</i> | <i>348.1</i> | <i>92.0</i> | <i>-9.5</i> |
| Non-AQF qualifications | | | | | | | |
| Other recognised courses | 26.1 | 24.7 | 21.9 | 20.2 | 18.5 | 4.9 | -8.3 |
| Non-award courses | 7.9 | 6.0 | 6.2 | 5.9 | 4.8 | 1.3 | -18.1 |
| Subject only – no qualification | 4.1 | 8.4 | 9.5 | 7.4 | 7.0 | 1.8 | -5.1 |
| <i>Non-AQF sub-total</i> | <i>38.1</i> | <i>39.1</i> | <i>37.5</i> | <i>33.5</i> | <i>30.3</i> | <i>8.0</i> | <i>-9.4</i> |
| Field of education | | | | | | | |
| Natural and physical sciences | 1.5 | 1.3 | 1.3 | 1.3 | 2.0 | 0.5 | 50.6 |
| Information technology | 9.2 | 11.3 | 13.4 | 12.9 | 10.8 | 2.9 | -16.3 |
| Engineering and related technologies | 82.0 | 82.2 | 74.7 | 66.3 | 62.8 | 16.6 | -5.3 |
| Architecture and building | 53.3 | 48.7 | 45.7 | 44.8 | 44.9 | 11.9 | 0.1 |
| Agriculture, environmental and related studies | 16.8 | 15.3 | 14.2 | 13.9 | 13.5 | 3.6 | -3.0 |
| Health | 15.1 | 15.6 | 16.0 | 19.0 | 18.6 | 4.9 | -2.4 |
| Education | 3.1 | 3.4 | 5.1 | 8.4 | 9.0 | 2.4 | 6.9 |
| Management and commerce | 100.1 | 96.3 | 75.5 | 69.5 | 56.6 | 15.0 | -18.5 |
| Society and culture | 48.5 | 52.5 | 51.3 | 46.0 | 40.3 | 10.6 | -12.4 |
| Creative arts | 21.0 | 21.3 | 19.2 | 17.4 | 15.2 | 4.0 | -12.6 |
| Food, hospitality and personal services | 82.0 | 85.2 | 77.1 | 69.2 | 62.8 | 16.6 | -9.3 |
| Mixed field programmes | 38.1 | 43.1 | 44.9 | 33.7 | 27.0 | 7.1 | -19.8 |
| No field of education | 4.1 | 8.4 | 9.5 | 15.4 | 14.9 | 3.9 | -3.3 |
| Total | 474.9 | 484.4 | 447.9 | 418.0 | 378.4 | 100.0 | -9.5 |

Notes: ** Per cent change not calculated due to small base numbers.
For further notes on tables, see the explanatory notes on pages 23-28. For further information on government-funded VET students, see <<https://www.ncver.edu.au/data/collection/students-and-courses>>.

Source: NCVER National VET Provider Collection, 2011–15.

Terms

School sector

Age of the student is as at 1 July of the collection year.

Full-time students are those who undertook a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between states and territories and from year to year.

Part-time students are those who undertook a workload less than that specified as full-time. Part-time secondary student estimates vary considerably between states and territories, as each education authority has different policies and organisational arrangements.

Secondary education typically commences after completion of primary education, at around 12 years of age, and lasts for five or six years. In all states and territories, except South Australia, secondary education may span Year 7 to Year 12. In South Australia it may span Year 8 to Year 12.

Students are persons who, prior to the census date, were formally enrolled in a school and active in a course of study other than preschool or TAFE (technical and further education) courses. Students not present at school on the census date were included if they were expected to be absent for fewer than four continuous weeks (excluding school vacations).

School level comprises pre-Year 1 through to Year 12, plus ungraded primary and ungraded secondary.

Schools (other than a special school) satisfy the following criteria:

- Their major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education.
- They are headed by a principal (or equivalent) responsible for the school's internal operation.
- It is possible for students to enrol for a minimum of four continuous weeks, excluding school vacation breaks.

The term 'school' includes schools in institutions and hospitals, mission schools and similar establishments. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in, or attached to, non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.

Higher education sector

Age of the student is as at 30 June of the collection year.

AQF (Australian Qualifications Framework) is a national framework of credentials that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, visit <<http://www.aqf.edu.au>>.

Census date is the date on which a student's enrolment is taken to be finalised.

Full-time students are those whose student load, aggregated across all units of study (including work experience in industry units) for all courses in the collection year, is equivalent to the level required by a student undertaking at least 0.75 equivalent full-time student load (EFTSL) per year.

Field of education is a classification of courses, specialisations and units of study with the same or similar vocational emphasis or principal subject matter of the course, specialisation and unit of study.

Major course is the course which incurs the greatest student load in the submission for students enrolled in more than one course. Where two or more courses incur equal student load, the major course is determined by the higher education provider.

Unit of study is a subject or unit a person may undertake with a provider and which can be undertaken as part of a course.

VET sector (including apprenticeships and traineeships)

Age of apprentices and trainees is calculated at key points in the training contract, such as commencement and completion.

Age of VET students is as at 30 June of the collection year.

At school refers to whether a student is still at school. This includes both school students undertaking VET that is recognised on their senior secondary certificate (VET in Schools) and those undertaking VET that is not recognised on the senior secondary certificate.

ANZSCO (Australian and New Zealand Standard Classification of Occupations) is a classification of the occupation of individuals. The classification is based on the Australian Bureau of Statistics, Australian and New Zealand Standard Classification of Occupations (1st edition, revision 1.2, ABS cat.no.1220.0).

AQF (Australian Qualifications Framework) is a national framework of credentials that covers qualifications from certificate I through to a doctoral degree. For more details on the AQF, visit <<http://www.aqf.edu.au>>.

Commencements refers to apprentices and trainees starting a program of training. The date of commencement is the date on which an apprentice or trainee's contract of training is registered or approved under the provisions of the relevant state/territory legislation.

Field of education describes the broad area of study related to a qualification or subject in which a student is enrolled. It is one part of the ABS Australian Standard Classification of Education (ASCED).

Full-time apprentices or trainees are those whose ordinary hours of employment, including the training component, are at least the usual hours of employment for a full-time employee in that occupation.

Full-time students are those whose program of study constitutes at least 75% of the normal full-time study load. The former Department of Education, Employment and Workplace Relations (DEEWR) defined a full-time study load as 720 contact hours per year. Therefore any student undertaking 540 hours or more is regarded as a full-time student.

Government-funded VET in this publication refers to all activity (which includes government-funded and fee-for-service) delivered by government providers, as well as government-funded VET delivered by community providers and private training providers. From 2016, beginning with the *Government-funded students and courses – January to March 2016* publication, all fee-for-service activity from TAFE and other government providers has been excluded from the scope of government-funded activity.

In-training refers to apprentices and trainees who are actively training at the end of each quarter under the terms of their training contract and who have not completed, cancelled, withdrawn or suspended their training, or had their training contract expire without meeting all of the prescribed requirements of their program.

Major program relates to the highest qualification attempted by a student in the reporting year.

Non-trades refers to those apprentices and trainees employed in occupations outside the trades. 'Non-trades' includes all occupations listed under the Australian and New Zealand Standard Classification of Occupations (ANZSCO 1st edition, revision 2) with the exception of major group 3 (Technicians and trades workers).

Other VET in Schools programs are VET subjects and courses undertaken as part of a student's senior secondary certificate and provide credit towards a nationally recognised VET qualification. These programs exclude VET subjects and courses undertaken as part of a school-based apprenticeship or traineeship.

Part-time apprentices and trainees are defined as those whose ordinary hours of employment, including the training component, are fewer than full-time. Part-time provisions vary across Australia and across occupations, with 'part-time' defined by each state and territory.

School-based apprentices and trainees combine attendance at school with formal engagement with the workplace and study towards a nationally recognised vocational qualification.

Senior secondary certificates recognise the successful completion of senior secondary education and provide pathways to further study at university, TAFE institutes, and to the world of work. They are usually gained through two years of full-time study following completion of Year 10. In some states, however, it may also be possible to commence the senior secondary certificate prior to Year 11. The senior secondary certificate may also be gained by older candidates.

State or territory where the training was delivered is the state or territory relating to the specific training location where the activity was delivered.

State or territory where the training was delivered – other refers to other Australian territories (for example, Christmas Island) and where the delivery location is 'not known'. For students, 'other' also includes instances where the student received training that was delivered in more than one state or territory.

Subject enrolment is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.

Total VET activity (TVA) is the collection and reporting of all accredited VET activity from all training providers. From 1 January 2014, all registered training organisations (RTOs), including private providers, unless granted an exemption, were required to collect and report full AVETMISS data on all nationally accredited training, in accordance with the National VET Provider Collection Data Requirements Policy.

Trades refers to those apprentices and trainees employed in trades occupations under major group 3 (Technicians and trades workers) of the Australian and New Zealand Standard Classification of Occupations (ANZSCO 1st edition, revision 2).

VET in Schools refers to the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate.

Vocational education and training (VET) is that education (excluding higher education) which gives people work-related knowledge and skills.

Explanatory notes

Scope

- 1 The data on school students are sourced from the (non-finance) National Schools Statistics Collection, which is published by the Australian Bureau of Statistics (ABS) in its annual publication, *Schools, Australia*. The collection covers government and non-government schools, students and staff, as at the first Friday in August of the reference year. The scope is all establishments whose major activity is the administration of the provision of full-time day primary, secondary and/or special education, or primary or secondary education by distance education. Students who are undertaking technical and further education, tertiary studies, apprenticeships, work placements, VET in Schools or a combination of such pathways in addition to 'normal' school subjects are in the scope of the collection, regardless of the year of schooling in which these alternative pathways are undertaken. For further information on school students, see <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/MF/4221.0>>.
- 2 The data on VET in Schools students are sourced from the NCVER National VET in Schools Collection. From 2014, this collection is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), release 7.0. The collection includes activity from 1 January to 31 December of the reference year. The scope is all activity undertaken as part of a student's senior secondary certificate that provides credit towards a nationally recognised VET qualification. For further information on VET in Schools students, see <<https://www.ncver.edu.au/data/collection/vet-in-schools>>.
- 3 The data on higher education students are sourced from the Higher Education Statistics Collection, which is published by the Australian Government Department of Education and Training. The scope is students enrolled in higher education courses from 1 January to 31 December of the reference year. The collection includes activity reported by all higher education providers approved under Subsection 19-70(1) of the *Higher Education Support Act 2003*. For further information on higher education students, see <<https://education.gov.au/student-data>>.
- 4 An apprentice or trainee is a person who undertook a contract of training with an employer and a training provider. The data on apprentices and trainees are sourced from the NCVER National Apprentice and Trainee Collection no.88 (June 2016 estimates). This collection is compiled under AVETMISS, release 6.0. Due to lags in processing numbers, recent quarterly activity is estimated. For further information on apprentices and trainees, see <<https://www.ncver.edu.au/data/collection/apprentices-and-trainees>>.
- 5 The data on total VET activity statistics are sourced from the NCVER National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. These collections are compiled under AVETMISS, release 7.0. The collection includes activity from 1 January to 31 December 2015 with this publication reporting only 2015 activity. Caution must be taken when making any comparisons with previous year's data as 2014 was a transition year with more complete data coverage now reported for 2015. For further information on total VET students, see <<https://www.ncver.edu.au/data/data/total-vet-activity>>.
- 6 The data on government-funded VET students were derived from the NCVER National VET Provider Collection. From 2014, this collection is compiled under AVETMISS, release 7.0. The collection includes from 1 January to 31 December of the reference year. The scope is all activity delivered by government providers, as well as government-funded VET delivered by community providers and private training providers. From 2016, beginning with the *Government-funded students and courses – January to March 2016* publication, all fee-for-service activity from TAFE and other government providers will be excluded from the scope of government-funded activity. For further information on government-funded VET students, see <<https://www.ncver.edu.au/data/collection/students-and-courses>>.

- 7 Data on the 15 to 19-year-old population were derived from the ABS *Australian demographic statistics December 2015*. This publication contains estimates of the resident population of Australian states and territories as at 30 June of each reference year. For further information on population statistics, see <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3101.0Dec%202015?OpenDocument>>.

Methodology for education and training estimate as at August 2015

- 8 Table 1 provides an estimate of participation in education and training by Australians aged 15 to 19 years as at August 2015. Where possible, the data were based on counts of individuals as at 31 August 2015. If this date was not possible, the closest date to 31 August 2015 was selected. As a result, the number of:
- school students is as at 7 August 2015
 - apprentices and trainees is as at 30 September 2015
 - total persons is as at 30 June 2015
 - higher education students is based on students enrolled in at least one unit of study with a census date between 1 June and 30 September 2015 (inclusive)
 - government-funded VET students, total VET students and VET in Schools students are as at 31 August 2015.
- 9 The estimates provided in table 1 were derived from various data collections. To avoid double-counting, students who participated in more than one education and training activity were allocated an activity based on a hierarchy (schooling, higher education courses, apprenticeships or traineeships and other VET programs). For example, school students undertaking an apprenticeship or traineeship were not included in the data on young people engaged in an apprenticeship or traineeship, as they are covered in the schools collection.
- 10 The scope of the data and methodology used to derive the estimate for 'other VET programs' was changed for the August 2014 estimate. The source was changed from government-funded VET students to total VET students. As a result of the changes, the estimate in table 1 of this 2015 publication is comparable with table 1 of the 2014 publication but should not be compared with any years prior to 2014. Further details on the methodology are provided below.

Methodology of the education and training activity of Australians aged 15 to 19 years

| Activity | Data source | Data derivation rules |
|--|--|---|
| At school | | |
| School with participation in VET in Schools programs | NCVER National VET in Schools Collection | VET in Schools students with at least one subject enrolment with a start date on or before 31 August 2015 and an end date on or after 31 August 2015. VET in Schools students with an overseas postal address were excluded. |
| School without participation in VET in Schools | ABS National Schools Statistics Collection; NCVER National VET in Schools Collection | School students in the National Schools Statistics Collection as at 7 August minus VET in Schools students (excluding those with an overseas postal address) as at 31 August 2015 in the NCVER National VET in Schools Collection. Full-fee-paying overseas students (FFPOS) whose 'Australian resident' status may be ambiguous were included. |
| Not at school | | |
| Higher education | Department of Education and Training Higher Education Statistics Collection | Students with at least one unit of study enrolment with a census date between 1 June 2015 and 30 September 2015 inclusive. Excludes students recorded as being a New Zealand citizen, a student with a temporary entry permit, a diplomat or a dependant of a diplomat, or a student residing outside Australia during the unit of study. |
| Apprenticeship or traineeship | NCVER National Apprentice and Trainee Collection | Apprentices and trainees in-training as at 30 September 2015. Apprentices and trainees at school were excluded. Apprentices and trainees with an overseas postal address were excluded. |
| Other VET programs | NCVER National VET Provider Collection (total VET scope) | Total VET students with at least one subject enrolment with a start date on or before 31 August 2015 and an end date on or after 31 August 2015. Students with an overseas postal address were excluded. Students at school, enrolled in at least one VET in Schools subject and/or undertaking an apprenticeship or traineeship were excluded. |
| Population | | |
| Total students aged 15 to 19 years | ABS <i>Australian demographic statistics</i> | Persons aged 15 to 19 years as at 30 June 2015. These data include international students if they are living in Australia for 12 out of 16 months. |

- 11 There may be a small overlap in the statistics in table 1 between the higher education sector and other sectors, which could not be removed. For example, a student enrolled in higher education and undertaking an apprenticeship or traineeship at the same time will be counted twice.
- 12 Although every effort has been made to avoid double-counting, the inherent overlap between data collections, the level of 'not known' data for key data elements and limitations in deriving a true point-in-time estimate have resulted in more people in education and training than the total number of 15-year-olds (based on ABS population data).
- 13 The data in table 1 do not match the data in the sectoral tables (tables 2-12) for the following reasons:
 - The statistics in table 1 only include students as at August 2015 and apprentices and trainees as at September 2015. The sectoral tables capture all students and apprentice and trainee commencements in the reference year, with the exception of schools data, which are based on a census date in August each year.
 - The statistics in table 1 exclude international students (where possible), whereas international students are included in most sectoral tables.
 - The estimate in table 1 attempts to address the double-counting of students due to overlaps between the coverage of the collections and young people participating in more than one education and training activity. This methodology was not applied to the sectoral tables.

Data quality and comparability issues

VET in Schools students

- 14 VET in Schools data may not be comparable across states and territories due to differences in definitional and compilation practices used by states and territories to populate some fields. For example, the inclusion of students below Year 11 in the National VET in Schools Collection varies by state and territory.
- 15 The South Australian Department of State Development reported VET in Schools data for South Australia for the first time in 2014. Previous years' data were reported to NCVER by the South Australian Certificate of Education (SACE) Board. In 2015 collection of this training direct from the training organisations was improved and saw other outcomes also reported, such as competency not achieved/fail and withdrawn outcomes. The SACE Board does not allow Recognition of Prior Learning (RPL) or non-accredited training.
- 16 South Australia revised the South Australian Certificate of Education (SACE) such that the prescribed minimum full-time load was changed. In 2010, the revised SACE was introduced to Stage 1 (Year 11) and introduced at Stage 2 (Year 12) in 2011. This may affect comparisons of full-time and part-time school student breakdowns with previous years.
- 17 There are data quality issues associated with the 2013 VET in Schools data from the Northern Territory, with school type and school-based apprentice and trainee data not reported.
- 18 From 2014, the data cover all VET in Schools delivery in the Northern Territory. Previous years' data for the Northern Territory were reported based on SACE reporting scope and therefore omit students without a SACE registration, including all middle years students.
- 19 VET in Schools data for the Australian Capital Territory is for VET studied by students in their home college as the registered training organisation (RTO). It does not include VET studied by students with external RTOs.
- 20 For the Australian Capital Territory, the 2015 data cover only VET in Schools students who enrolled in qualifications and achieved at least one competency.
- 21 Due to an issue with processing the 2015 Australian Capital Territory data submission, the number of school-based apprentices and trainees reported for the ACT in 2015 has been under reported as 53. The reported number should be 138.

- 22 In 2002, Western Australia changed the age at which children may commence pre-year 1. This resulted in a cohort two-thirds of normal size entering the school system in 2002. This cohort was in Year 11 in 2013.
- 23 In Western Australia, 2016 marks the first that Year 12 students are certified under the Western Australia Certificate of Education (WACE) 2016 policy. This policy stipulates, as one of the requirements, a student now has to complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or successfully complete a certificate II (or higher) vocational education and training (VET) qualification to achieve a WACE. As the WACE is a credential based on Year 11 and 12 achievements, the 2016 Year 12 students may have started working towards the achievement of their WACE as early as year 10 in 2014. Any Year 10 VET achievement is banked and applies to the Year 11 and 12 credit structure. This policy change has led to an increase in student numbers between 2014 and 2015.
- 24 In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) collects data relating to enrolments in and completion of VET units of competency by students who are enrolled into the VCE or VCAL. Whilst the enrolments sit within VET certificates, the VCAA does not collect data regarding the certificate completion. This responsibility lies with the RTO. The certificate completion data that are available are limited to the 21 VCAA approved VCE VET programs where the qualification completion requirements are embedded within the structure of the VCE VET program.
- 25 Changes in numbers of VET in Schools students in Tasmania should be treated with caution as both data collection methodologies and quality assurance processes have improved in recent years.
- 26 The change in Tasmanian VET in School student numbers over the 2011–2013 period was mainly due to changes in the post-compulsory education and training system in Tasmania. These changes also impacted on the NCVER National VET Provider Collection and the scope of the Tasmanian data in the ABS National Schools Statistics Collection. As a consequence of these changes, Tasmanian data from the NCVER National VET in Schools Collection, the ABS National Schools Statistics Collection and the NCVER National VET Provider Collection may not be comparable between years, and caution should be exercised in comparing data between years.
- 27 In 2015, a major RTO in Tasmania had reduced VET in Schools activity contributing to the decline in activity between 2014 and 2015.
- 28 There were approximately 813 VET in Schools students reported with a blank program identifier in 2015. As a result, information on course attributes, such as field of education and course level, are not known and the student is consequently reported as a subject-only enrolment.

Government-funded VET students

- 29 One of the contributing factors to the decline in government-funded VET students aged 15 to 19 years has been the continued fall in the number of apprentices and trainees undertaking off-the job training since 2011. The number of apprentice and trainees undertaking off-the job training declined by 6.1% between 2014 and 2015, from 103 300 to 97 000 students (table 11).
- 30 The funding of the South Australian entitlement scheme — 'Skills for All' — changed in 2014, which capped the training for many qualifications and led to a decline in government-funded student and subject enrolments in South Australia.
- 31 Prior to 2015, Tasmania reported student data at an RTO level. Therefore students who undertook training at more than one RTO were counted more than once. In 2015, students were reported at a state level with each student uniquely identified within the collection. As a result, this creates an apparent reduction in overall government-funded student numbers when compared with previous annual collections.

Total VET students

- 32 In November 2012, the then Council of Australian Governments (COAG) Standing Council on Tertiary Education Skills and Employment (SCOTESE) agreed to the introduction of the mandatory reporting of nationally recognised training activity from 2014 and onwards. This is referred to as 'total VET activity' to reflect that the information is now collected from all types of providers and not only the providers

receiving Commonwealth or State funding, and includes training delivered by Australian training providers in domestic and overseas locations. The data on VET students and program enrolments in tables 1, 9 and 10 were derived from the total VET activity data in 2015.

It is important to note that 2014 was both the first and a transition year, whereby a number of training providers were granted exemptions from reporting, while others did not report their training activity.

Many training providers also reported data for the first time. As such:

- data for some training activity are missing
- some student demographic data have high proportions of 'not known' responses.

Consequently, caution needs to be taken when comparing 2015 data with that of 2014.

33 Training organisations registered to deliver nationally recognised training in 2015 and which were not expected to submit total VET activity data include those training providers that:

- were granted full exemptions from reporting requirements as the training was part of a vital community service or the training could not be reported as it would conflict with defence and national security legislation and/or could jeopardise the personnel safety of border protection, customs, and national security or police personnel
- were not operating at the time of data submission.

Collection coverage has improved in 2015 compared with 2014, with an increase in the number of submissions from RTOs and a reduction in the number of reporting exemptions. The coverage of reported data will continue to improve over time. The current coverage issues are outlined below:

- It is estimated that 199 registered training organisations did not report data on 2015 training activity.
- Of the training providers who reported data on 2015 training activity, it is not known whether they reported all of their training activity. For example, some training providers may have only reported their Commonwealth or state-funded activity and not their fee-for-service activity. Furthermore, some data on training activity delivered in overseas locations are likely to be missing. NCVER is unable to estimate the completeness of the data reported or estimate the size of the missing activity.

State or territory

34 'State or territory' for higher education and school students refers to the state and territory of the provider/school.

35 State and territory information reported on VET students in table 9 is presented on the state or territory where the training was delivered. The category of 'other' includes other Australian territories (for example, Christmas Island) and 'not known'. For students, 'other' also includes a mixed category (where the student is associated with more than one state or territory of training delivery location).

This definition of state or territory is different to 'state or territory' of government-funded VET students in table 11, where state or territory is based on the state or territory which funds or accredits the training.

36 'State or territory' of VET in Schools students refers to the state and territory of the data submitter (the senior secondary assessment authority).

Additional information

37 Note that percentages presented in this publication are reported to one decimal place. Other numbers, after aggregation, have been rounded to the nearest hundred. Rounding can lead to situations where the numbers in the body of a given table might not add to the rounded totals.

38 A dash (-) represents a true zero figure, with no data reported in this category.

39 n/a represents 'not applicable'.

- 40 n/p represents 'not published due confidentiality'.
- 41 ** Per cent change not calculated due to small base numbers.
- 42 The NCVER National VET Provider Collection and the NCVER National VET in Schools Collection contain students whose sex was not reported. These unknown data have not been separately reported in tables 1, 2 and 9, whereas the total includes all students, including those with unknown status. Hence, some figures may not sum to the total.
- 43 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. In tables 3, 7, 9 and 11, student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions.
- 44 The category 'outside Australia' in the 'student remoteness' data element refers to the overseas postal addresses of students studying in Australia. The higher education data include overseas students and domestic students who provided an offshore address. The total VET students data include overseas students who are undertaking training from an Australian training provider at an overseas location.
- 45 The category 'other' in the 'qualification level' data element in table 4 includes: education not elsewhere classified; statements of attainment not identifiable by level; bridging and enabling courses; and other courses that do not lead to a qualification under the AQF.
- 46 Apprenticeship and traineeship commencement numbers may have been affected by changes in Commonwealth incentive payments for existing workers, chiefly the removal of the commencement incentive payment for those apprenticeships and traineeships not on the National Skills Needs List. Under the changes, training needed to have commenced prior to 1 July 2012 to attract the old subsidy rate. Further details on incentive changes may be found in the 2012–13 Budget
<http://www.budget.gov.au/2012-13/content/bp2/html/bp2_expense-15.htm>.
- 47 'Apprentices and trainees' in tables 9 and 11 refers to apprentices and trainees enrolled in the VET system for off-the-job training.
- 48 The category 'postgraduate courses' in the 'qualification level' data element in table 6 includes doctorate by research, doctorate by coursework, master degree by research, master degree by coursework and other postgraduate courses and graduate diploma/postgraduate diploma (pass or honours) extending skills and knowledge in a professional area previously studied.
- 49 Caution should be taken when using data with a large number of 'not known' responses. Data can be reported as 'not known' for the following reasons:
- information was not collected
 - partial reporting exemptions allow training providers to submit reduced student demographic data
 - a student has not responded to a question on the enrolment form
 - invalid information was supplied.



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